

EYFS Long Term Overview: Nursery

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Do you want to be friends?	Woodlands and Forests	What's the weather like today?	In the garden	Once upon a time	People who help us
Sub Topics	My school My body	Woodland creatures Autumn	Seasons Winter Ice/Snow	Planting seeds Minibeasts Birds and wildlife Spring	Traditional Tales	Aspirations Local environment
ENRICHMENT OPPORTUNITIES / 'WOW MOMENTS'	Welcome stay and play sessions with parents. Tour of the school.	Autumn Walk Bird feeders?	Winter Walk	Planting sunflower seeds/beans Spring walk Bug hunt Make a bug hotel Bug Party	Make gingerbread men Make porridge DT- Make a house for one of the pigs.	Visit from Fire service/ Police / Midwife/School nurse / dentist
Possible texts	Marvellous me Hair	The Gruffalo Stick Man Going on a bear hunt Owl Babies	And Tango makes three Non-fiction texts	The Very Hungry caterpillar Marvellous Minibeasts	The Three Little Pigs Jack and The Beanstalk Little Red Riding Hood Goldilocks and The Three Bears	When I Grow Up Jolly Postman Non-fiction text – People who help us
Celebrations	Halloween Rosh Hashanah Yom Kippur Black History Month.	Bonfire Night Diwali Remembrance Day Christmas	Chinese New Year	Easter Mother's Day	Ramadan Eid ul Fitr	Father's Day
Parental engagement	Welcome stay and play sessions	Diwali stay and play	Chinese New Year stay and play	Mother's day stay and play		Father's Day stay and play

Communication and Language	<p>Listens with interest to the noises adults make when they read stories.</p> <p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</p> <p>Shows interest in play with sounds, songs and rhymes</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases Engage in story times.</p> <p>Articulate ideas and thoughts in well-formed sentences.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Start to connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Connect ideas and actions to another with a range of connectives.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p>
	<p>Taught new and topic related vocabulary Use new vocabulary through the day Listen carefully to and join in with rhymes and songs</p>		<p>Taught new and topic related vocabulary Use new vocabulary through the day Listen carefully to and join in with rhymes and songs</p>		<p>Taught new and topic related vocabulary Use new vocabulary through the day Listen carefully to and join in with rhymes and songs</p>	
Personal, Social and Emotional Development Self regulation PHSE link	<p>PSED is taught and developed across curriculum areas. We do however teach discrete sessions where needed. We aim to cover the following in each term.</p>		<p>PSED is taught and developed across curriculum areas. We do however teach discrete sessions where needed. We aim to cover the following in each term.</p>		<p>PSED is taught and developed across curriculum areas. We do however teach discrete sessions where needed. We aim to cover the following in each term.</p>	
	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Show more confidence in new social situations.</p>	<p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p>	<p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>			
<p>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.</p>						
Physical Development Fine motor / Gross motor	<p>To become familiar with the setting and be able to move around the space safely, both indoors and out.</p> <p>To become familiar with fine motor equipment available, including malleable and mark making equipment and be able to access these areas of provision with minimal support.</p> <p>PE Focus Travelling "What does it mean to travel?"</p>	<p>To move freely and confidently around the academy, including areas outside of the nursery class, such as corridors and stairs.</p> <p>To manipulate materials purposefully, such as squashing, rolling and pinching play dough.</p> <p>Develop the effective use of one-handed tools, such as mark making resources, scissors, glue spreaders, pegs and paintbrushes.</p> <p>PE Focus Spatial Awareness "Can I travel in a different direction?"</p>	<p>To move freely and confidently around the academy, including areas outside of the nursery class, such as corridors and stairs.</p> <p>Beginning to use three fingers to hold a writing tool. Drawing a simple shape.</p> <p>PE Focus Travelling and Moving "Can I adapt to different paces?"</p>	<p>Begin to use a variety of gross motor equipment such as balls and balancing beams safely.</p> <p>Develop pencil grasp (modified/tripod grasp) and demonstrate control, such as by colouring in, writing letters in their name,</p> <p>PE Focus Balance "Can I perform a balance?"</p>	<p>Develop use of equipment, demonstrating increasing skill and purpose, for example kicking a football in to a goal.</p> <p>Further develop pencil grasp, be able to make clear, intentional marks such as basic shapes and the beginning of form some letters.</p> <p>PE Focus Sending / Receiving "Can I control a ball?"</p>	<p>To develop specific skills in order to complete tasks, such as standing on one leg, completing an obstacle course and understanding the rules of a race.</p> <p>To use space safely and recognise directions and travel with control in a variety of ways.</p> <p>Able to manage basic hygiene and personal needs.</p> <p>Use a pencil to form some letters correctly.</p> <p>PE Focus Spatial Awareness</p>

						"Can I use my space safely?"
	<p>Gross Motor: Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Fine Motor: Develop their small motor skills so that they can start to use a range of tools safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to develop good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>					

<p>Literacy</p> <p>Word reading and writing:</p>	<p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Enjoys listening to stories and repeats words and phrases from familiar stories.</p> <p>Gives meaning to marks.</p> <p>Exposure to graphemes and phonemes.</p> <p>Using fingers to make marks in sand/ water/ mud.</p>	<p>Enjoys rhyming and rhythmic activities.</p> <p>Handling books carefully – turning pages.</p> <p>Understands letters have meaning.</p> <p>Gives meaning to marks.</p> <p>Exposure to graphemes and phonemes.</p> <p>Beginning to use three fingers to hold a tool.</p>	<p>Handling books carefully– interest in illustrations.</p> <p>Gives meaning to marks.</p> <p>Exposure to graphemes and phonemes.</p> <p>Beginning to use three fingers to hold a writing tool.</p>	<p>Understands letters have meaning (sound).</p> <p>Turns the pages in books.</p> <p>Gives meaning to marks.</p> <p>Exposure to graphemes and phonemes.</p> <p>Draw a simple shape.</p>	<p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Understands letters have meaning.</p> <p>Starting to understand that letters combined, make words</p>	<p>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Understand that letters make words</p>
	<p>Phonics</p>	<p>Phase 1</p> <p>Aspect 1 - Environmental Sound Discrimination</p> <p>Aspect 2 - Instrumental Sound Discrimination</p> <p>Aspect 3 - Body Percussion Sound Discrimination</p>		<p>Phase 1</p> <p>Aspect 4 - Rhythm and Rhyme</p> <p>Aspect 5 - Alliteration</p> <p>Aspect 6 - Voice Sounds</p> <p>Aspect 7 - Oral Blending and Segmenting</p> <p>Assessment</p>		<p>Little Wandle Letters and Sounds Foundations for Phonics -Looking at environmental sounds and listening games Little Wandle Letters and sounds Phase 2 -Introducing phase 2 phonemes *s a t p *i n m d *g o c k *e u r c k *h b f l *ff ll ss -Tricky words - is l the</p>
<p>Comprehension</p>	<p>Has some favourite stories, rhymes, songs, poems or jingles.</p>	<p>Enjoys rhyming and rhythmic activities.</p> <p>Begin to show awareness of rhyme and alliteration.</p> <p>Begins to recognise rhythm in spoken words.</p> <p>Joins in with repeated refrains and anticipates key events in stories.</p>	<p>Describes main story settings, events and principal characters.</p> <p>Suggests how the story might end.</p> <p>Rhythm and rhyme.</p>	<p>Describes main story events and principal characters.</p> <p>Suggests how the story might end building confidence.</p> <p>Talk about the story structure</p>	<p>Describes main story settings.</p> <p>Talk about the story structure</p>	<p>Can draw pictures of characters/ event/ setting in a story.</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions.</p> <p>Beginning to understand that non-fiction is a non-story- it gives information</p>

						instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories. Reads with expression
Mathematics	Recite number names in sequence to 5 through number songs and games. To practise applying the counting principles to 5. Use some language of quantities, such as 'more' and 'a lot'.	Recite number names in sequence to 10. Apply the counting principles to 10. Begin to make comparisons between quantities.	Recite number names in sequence to 10. Apply the counting principles to 10, articulating some of the principles, e.g. "Don't miss any out." Begin to represent numbers in a variety of ways, such as on fingers and using Numicon. Begin to separate a group of 3 or 4 objects in different ways recognising that the number is still the same.	Confidently recite number names in sequence to 10 and beyond. Consistently apply the counting principles to 10. Represent numbers in a variety of ways, including choosing corresponding numerals.	Use knowledge of numbers to solve simple problems, including comparing groups of objects. Represent numbers in a variety of ways, including choosing corresponding numerals.	In practical activities, learn to arrange concrete objects in different ways, exploring splitting quantities and sharing objects. Practise solving simple problems in a variety of contexts.
To include shape:	Language of size Anticipate time-based events, e.g. daily school routine, routine before bed, etc. Compare simple quantities – introduce language 'same' 'more' 'less'	Name simple 2D shapes (Square, rectangle, circle, triangle) and begin to describe properties.	Categorising objects according to properties of shape. Recap simple 2D shapes. Introduce semi-circle, oval, pentagon and describe properties. Positional Language- Introduce language.	Explore height and length, introduce language 'tall' 'short' 'long'. Making/ recognising patterns.	Consolidating positional language – describe position in relation to an object. Consolidating height and length – ordering three or more objects.	Using shapes appropriately for a task. Closing gaps in learning.
Understanding the World NB. Celebrations/ religious events will be covered throughout.	Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people. Geography Link: "Who am I? Who do I live with? What do I live in?"		Explore and respond to different natural phenomena in their setting and on trips. Talk about what they see, using a wide vocabulary. Geography Link: "What is the weather like today?" "What would we wear?"		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Geography Link: "What is this place?"	
	Talk about what they see, using a wide vocabulary. Continue developing positive attitudes about the differences between people. Science Link: Facial Features "What is on my face?"	Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Science Link: Animals and Habitats "What animals live in the woods?"	Talk about what they see, using a wide vocabulary. Explore and respond to different natural phenomena in their setting and on trips. Science Link: Seasonal Changes "What changes can you see?"	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Science Link: Plants "How do we know it's growing?"	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. Science Link: Materials "What materials are around us?"	Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Science Link: Dental Hygiene "How do we take care of our mouth?"

	Begin to make sense of their own life-story and family's history. History Link: Passage of time "What is the past?" RE Link: "Which people are special and why?"	Begin to make sense of their own life-story and family's history. History Link: Passage of time "What is yesterday? What is tomorrow?" RE Link: "What places are special and why?"	Shows interest in different occupations and ways of life. History Link: People in the community "Who have I met?" RE Link: "What times are special and why?"
	Explore the effect of changing seasons on the natural world around them say what they see, hear, and feel whilst outside.		

Expressive Arts and Design	Responds to and engages in the creative activities in the setting. Listens to sounds in the environment. Art Link "What is colour?" Experiment with colour. (Self portraits) Music link "What can I hear?"	Develop an interest in different materials. Explore role play areas. Show an interesting playing imaginatively alongside another child. DT Link "What is a material?" Music Link "Can I use my voice to make a sound?"	Engage in make believe play using sound movement and words. Joins in singing songs. Use tools for a purpose. Art Link "Which tools make marks?" Music Link "Can I sing a nursery rhyme?"	Uses every day materials to explore, understand and represent their world. Experiments and creates movement in response to music stories and ideas. Creates sounds by rubbing, shaking, tapping ... DT Link "Can I use materials to represent my world?" Music Link "Can I make sounds with my body?"	Sings to self and makes up songs. Uses 2D and 3D structures to explore materials and express ideas. Explore how colour can change. (Paint) Art Link "How can I change colours?" Music Link "Can I make up a song?"	Explores and learns how sounds and movements can be changed. Uses various construction materials. DT Link "Which material would work best?" Music link "How can I change a sound?"
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					

CHARACTERISTICS OF EFFECTIVE LEARNING Underpinning	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Plan ahead about how they explore and play- discuss their choices of equipment Use visual aids to guide their own thinking Use words to organise their thinking Make independent choices Bring their own interests into the setting through play and discussion</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Participate in and start to predict routines Show goal directed behaviour Begin to correct their mistakes Show resilience- keep on trying when things are difficult.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. Take part in pretend play Sort materials Review their own progress as they work towards meeting a goal Solve real life problems</p>
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OVER
ARCHING
PRINCIPLES

Unique Child

Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships

Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments

Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY

At E-Act Blackly Academy, we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.